

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Nowadays, every school in Indonesia gets English lesson since it becomes an important subject for the students to face the globalization and free market era. Based on the School-Based Curriculum Indonesia, the English lesson for junior high school aims at developing the communicate competence in both spoken and written English through the four developed skills of English, that is speaking, listening, reading and writing.

Most of the students think they can communicate in English if they have a good ability in speaking. They do not think that, in fact, the communications can be created in written language. Riddle (2003: 130) states that many students may have an idea that they need the writing skill less than they need others language skills and the interest of the writing lesson may be minimal. In regard to this case, it is important to improve the students' ability in writing.

There are several reasons as the basis of why writing should be mastered by the students. First, the effective communication can take place through the medium of writing. Second, the academic writing is emphasized on much greater accuracy and formal language that can be used by the students to reach their informational level (Riddle, 2003:130). Third, writing is regarded as a language based skill that assists students to learn English.

In fact, written language is not as easy as spoken language. Richards and Renandya (2002: 303) state that writing is the most difficult skill for the second language or foreign language learners to master. The difficulties are not only in generating and organizing ideas, but also in translating these ideas into a readable text. The difficulty becomes more noticeable if their language proficiency is weak.

Based on the statement above, it is commonly believed that writing is not an easy skill to master. It is also supported by following reasons. First, most of the students have difficulties in grammar and structure. Second, the materials do not intensive with the students' need.

One way that can help the students appreciate and be more interested in writing is by providing suitable writing materials. There are many course books that can be used as sources of materials in English teaching and learning process. It makes the teacher confused to choose a good course book for their students. They should choose, classify, and combine those sources to get the suitable materials to be used.

For those reasons, the researcher wants to develop the English writing materials by using genre-based approach in order to improve the students' writing ability.

## **B. Identification of the Problem**

Based on the observation done by the reseacher, several problems related to the writing skill are found. First, the students have difficulties in grammar and structure. They have lack variety of structure. They can not make a good sentences. They are confused in using tenses to make a text. Besides, they can not arrange the words into a good sentences. It makes the reader can not understand what they were trying to say.

The second problem, the students have difficulty in understanding text types in English. Most of the students do not know the kind of text types in English. They also can not make the text types in English.

The third problem, the English writing materials do not meet the students' needs. Teachers have difficulties to provide writing materials which are suitable with their students' needs and interest. They also have to find the materials and tasks which are authentic and possible because authentic writing materials and tasks are needed by students to improve their writing skill. Teachers must provide the writing materials to improve all of the students weaknesses in undstanding their subject materials. Besides, improving writing material can improve students' writing skill. Based on the explanation above, it is very important to make good writing materials to improve students' writing skill.

Tomlinson (1998: 2) states that materials refer to anything which is used by the teachers or learners to facilitate the learning of a language. Materials consist of the knowledge, skills, and attitude that must be learned by the students

in the framework of achieving the standard of competency. It is important for the teacher to provide the writing materials to facilitate their students to improve their writing proficiency.

In fact, teachers get a difficulty when they have to develop or design the writing materials. They must understand the principle in developing materials. Then, they must know how to develop materials well. Tomlinson 1998: 7- 121) states that the materials should achieve impact, help learners to feel at ease, help the learners to develop confidence, require and facilitate students' self-investment, expose the learners to language in authentic use, provide the students with the opportunities to use the target language to achieve communicative purposes, and take into account that each learner has different learning style.

Based on the explanation of some problems above, it is clear that providing the writing materials is not easy to do. The materials should be developed based on School Based Curriculum. The materials are also must be suitable with the students' needs and interests. Besides, the materials must help the students to achieve their writing skill. Realizing that writing is also important thing to communicate, it makes the teachers must develop the available materials.

### **C. Limitation of the Problem**

The researcher focuses this study on writing. She thinks that she must develop writing materials because it is important to improve the students' writing ability.

The researcher found that students' writing skill is low. It is because the writing materials are not appropriate with the students' needs and interest. The materials must be developed to improve the students' writing skill.

Therefore, developing writing materials can help the teachers handle the teaching and learning process. It also helps the students develop their writing skills.

#### **D. Formulation of the Problem**

Based on the background of the study, the identification of the problem and the limitation of the problem, the problem can be formulated as follows:

1. What are the students' needs to improve the writing skill for the eighth grade students of SMPN 4 playen?
2. What English materials are suitable for the eighth grade students of SMPN 4 Playen?

#### **E. Objectives of the Study**

Related to the formulation of the problem, this research aims at:

1. finding out the learning needs of the eighth grade students of SMPN 4 Playen, and
2. developing the good writing materials that are suitable based on the genre-based approach for the eighth grade students of SMPN 4 Playen.

## **F. Significance of the Study**

This study has three significances as follows:

### **1. Theoretical significance**

- a. The result of the research can develop the material of teaching English as a foreign language especially in writing skill.
- b. The result of the reseach is used as the reference for those who want to conduct a research in developing writing material using Genre-based approach.

### **2. Practical significance**

- a. This research will help the English teacher to get the variety of activities in teaching writing skill using Genre-based approach in Junior High School.
- b. This research will improve both teachers and students ability to solve their problem in mastering writing skill.

### **3. Methodological significance**

The procedure and also the outcomes of this study hopefully can inspire other reseachers to do research concerning similar themes.